

Kentucky Student Edition

Teacher Edition	
9780153797804	\$347.55
Kentucky Online Teacher Edition	
9780153784996	\$242.55
Kentucky Teacher Edition Collection	
Essential Items	
Ancillary Items	
Free with Purchase items	
9780153560736	\$9.40
9780153567582 Practice Workbook	\$48.30
Choice of 1 of the following: Practice Workbook per SE purchased for six years OR KCCT Test Prep &	
9780153567728	\$9.40
9780153567858	\$9.40
9780153567971	\$7.90
9780153568220	\$68.50
9780153599262	\$75.00
9780153601354 Above-Level Math Concept Readers Teacher Guide Collection	\$36.45
Will be provided FREE with the purchase of 20 Grade 1 KY Student Editions	
9780153601422 On-Level Math Concept Readers Teacher Guide Collection	\$36.45
Will be provided FREE with the purchase of 20 Grade 1 KY Student Editions	
9780153601491 Below-Level Math Concept Readers Teacher Guide Collection	\$36.45
Will be provided FREE with the purchase of 20 Grade 1 KY Student Editions	
9780153613128	\$9.40
9780153613173	\$20.95
9780153613524	\$9.40
9780153613722	\$9.40
9780153613920	\$8.75
9780153616020	\$104.95
9780153616266	\$104.95
9780153648854	\$75.00
9780153649424	\$4.00
9780153663499	\$7.90
9780153663666	\$68.60

Contract Price

\$34.70

Grade

1

TYPE

P1

Copyright

2009

Author

Maletsky, et al

Edition

First

ContentReadability

N/A

Accessibility

Nimas

Research

Contact the Publisher
for Learner Verification
Report

Kentucky Student Edition

9780153663734	\$74.05
9780153663796	\$157.50
9780153663901	\$120.00
9780153663963	\$2,293.05

Evaluation Tool for Basal Instructional Materials
Mathematics (2009 – 2015)

Provided by the Publisher	ISBN	9780153784927			Publisher -	Houghton Mifflin Harcourt School Publishers		Provided by the Publisher	
	Kentucky Student Edition								
	Type - P1	Author - Maletsky, et al							
	Copyright - 2009	Edition - First		Readability -		N/A			
	Course -			Grade(s) -			1		
Teacher Edition ISBN if applicable..... 9780153784996									

Overall Recommendation:

Recommended as BASAL

Overall Strengths, Weaknesses, Comments:

if this box is not checked, the evaluators have
chosen NOT recommend as basal

This text can be used for basal instruction in mathematics. The student text is engaging with bright pictures and easy to read text. The teacher's edition is user friendly and adaptable for lower level and at grade level students.

NIMAC Accessibility	N	
Ancillary	Yes	
Free with Purchase	Yes	
Research	Yes	Contact the Publisher for Learner Verification Report

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations	Moderate Evidence
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Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 5 Big Ideas of mathematics to the following extent:

- | | |
|-------------------------------------|-------------------|
| a) Number Properties and Operations | Strong Evidence |
| b) Measurement | Moderate Evidence |
| c) Geometry | Moderate Evidence |
| d) Data Analysis and Probability | Moderate Evidence |
| e) Algebraic Thinking | Moderate Evidence |

2) Addresses content-specific enduring understandings from the related Program of Studies standards.	Moderate Evidence
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3) Addresses content-specific skills and concepts from the related Program of Studies standards.	Moderate Evidence
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4) Content addressed is current, relevant and non-trivial	Moderate Evidence
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5) Provides opportunities for critical thinking/reasoning	Little or No Evidence
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6) Strengths, Weaknesses, Comments:

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Strengths include well developed number sense and place value skills and concepts, the use of charts to organize information, as well as other strategies to problem solve.

Weaknesses include lack of evidence that students are required to use higher level thinking. When

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Mathematics (2009 – 2015)

examining the teacher's edition minimal higher-level questioning was used. There was a lack of various non-standard units of measurement (non-standard unit of measurement included a paper clip and a tile), the geometry unit was very abstract for the first grade level (solids were introduced prior to planes).

B. Functionality & Suitability	Moderate Evidence
1) Suitability <ul style="list-style-type: none"> Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind. 	Strong Evidence
2) Content quality <ul style="list-style-type: none"> Free from factual errors Content is presented conceptually when possible—more than a mere collection of facts Content included accurately represents the knowledge base of the discipline Theories/scientific models contained represent a broad consensus of the scientific community Interconnections among mathematical topics 	Moderate Evidence
3) Connections to Literacy <ul style="list-style-type: none"> Employs a variety of reading levels and is grade/level appropriate Use of multiple representations-concrete, visual/spatial, graphs, charts, etc. Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles. Student text provides opportunity to integrate reading and writing Uses vocabulary that is age and content appropriate Focuses on critical vocabulary vs. extensive lists Identifies key vocabulary through definitions in both text and glossary The text is engaging and facilitates learning Embedded activities enhance the understanding of the text <p><i>Note: may apply to either student or teacher editions</i></p>	Moderate Evidence
4) Connections to Technology <ul style="list-style-type: none"> Integrates technology and reflects the impact of technological advances Uses technology in the collection and/or manipulation of authentic data Embeds web links as a mathematics resource. 	Moderate Evidence
5) Support for Diverse Learners <ul style="list-style-type: none"> Provides support for ESL students Provides support for differentiation of instruction in diverse classrooms Challenge for gifted and talented students Support for students with learning difficulties <p><i>Note: may apply to either student or teacher editions</i></p>	Moderate Evidence
6) Strengths, Weaknesses, Comments: <ul style="list-style-type: none"> Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards. <p>The enrichments are not challenging enough for promising students i.e., the challenge for gifted and talented students – page 2.2 in Enrich Workbook.</p> <p>Support is provided for re-teaching or intervention needs i.e., pg. 29 of Teacher Edition.</p>	
C. Supports Inquiry and Skill Development	Moderate Evidence
1) Promotes Inquiry, research and Application of Learning	Moderate Evidence

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Mathematics (2009 – 2015)

- Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions, formulating authentic questions to deepen and extend mathematical reasoning.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

Note: may apply to either teacher or student edition

2) Skill Development

Little or No Evidence

- Provides opportunities to make sense of all mathematics
- Provides opportunities to recognize, create, and extend patterns.
- Provides opportunities for critical thinking and reasoning.
- Provides opportunities to justify/prove responses.
- Provides opportunities to ask deeper questions.
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

Many suggested teacher questions lack critical reasoning/thinking skills. Several questions are closed ended with only one correct answer and does not require students to reason at higher levels. Found very few opportunities for students to discuss learning and problem solving strategies.

D. Supports Best Practices of Teaching and Learning

Moderate Evidence

1) Engages Students

Moderate Evidence

- Includes content geared to the needs, interests, and abilities of all students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction

Strong Evidence

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

Teacher's Edition provides pretesting to group students and modifications based on student levels. However, all post-test are multiple choice.

E. Has an Organization/ Format that Supports Learning and Teaching Strong Evidence

1) Organizational Quality

Strong Evidence

- Print and/or electronic materials present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components, interactive software, calculators, physical and virtual manipulatives) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

Little or No Evidence

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

All other essential components are gratis materials.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F **Moderate Evidence**

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving
- Provides opportunities for intervention.

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Materials provide opportunities for intervention, but lack opportunities for high-level thinking and assessment.